

Co-operative Education

A Resource Guide

1990

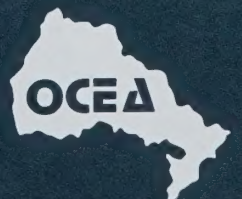
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Ministry
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The Benefits of Co-operative Education

To employers:

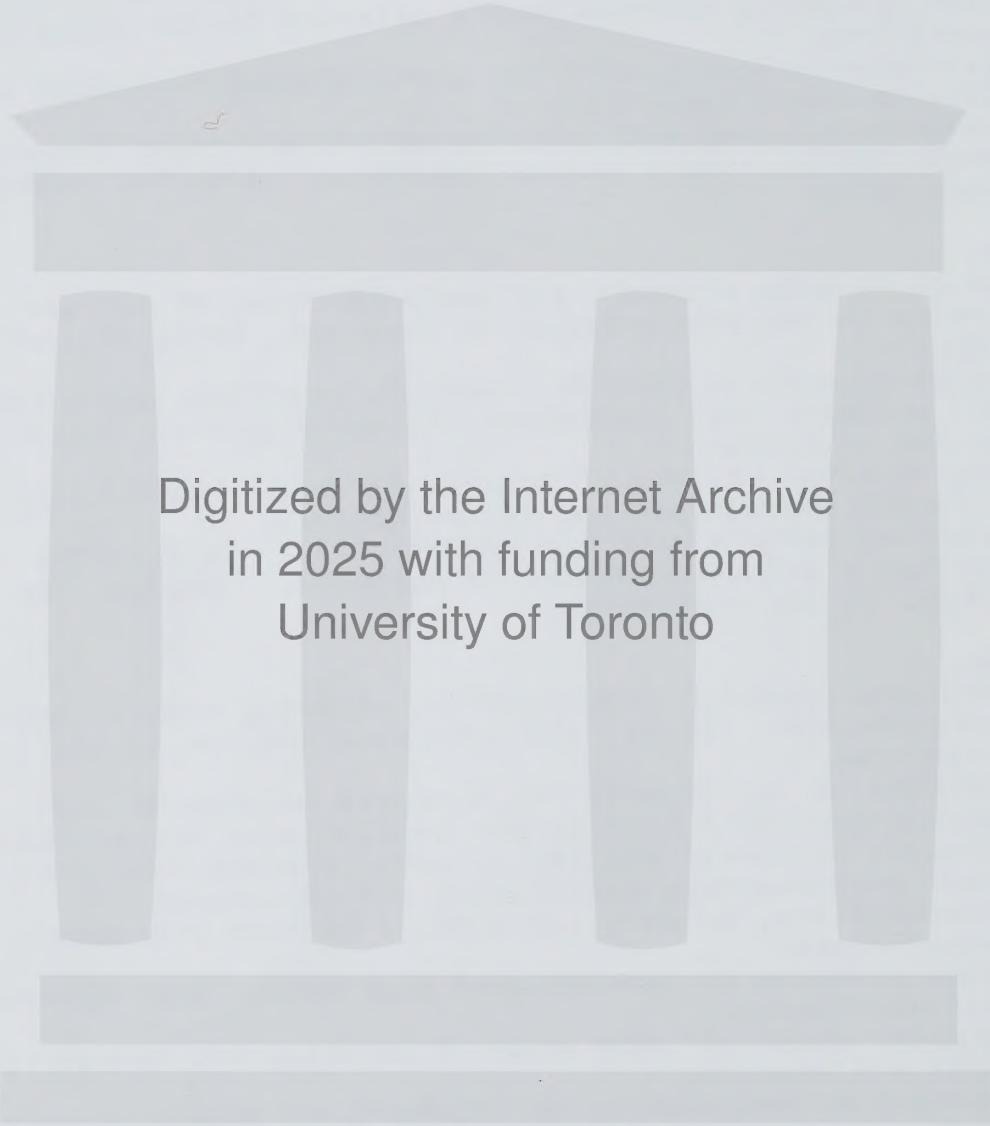
- provides an excellent source of well-trained potential employees, both permanent and part-time;
- provides an opportunity for employers to participate directly in the educational process to help to ensure that in-school courses remain relevant to the changing workplace;
- provides an opportunity for participating employers to develop supervisory skills;
- permits business and industry to enhance their corporate image through their direct involvement with the community they serve.

To schools:

- helps to keep teachers and students aware of current trends in and requirements of business, industry, and labour;
- helps schools to provide relevant, practical experiences for students that complement and reinforce the material taught in class;
- supports the efforts of schools to help students make informed educational and career choices;
- provides schools with the opportunity to reflect the attitudes and expectations of business, industry, and labour in the curriculum.

To students:

- broadens students' experience by allowing them to apply the knowledge, skills, and attitudes learned in the classroom;
- provides an opportunity for students to observe and operate equipment that is not available in the school;
- enhances students' ability to make informed decisions about postsecondary educational and employment opportunities, by enabling them to explore possible career plans;
- helps students to develop good work habits and increased self-confidence;
- develops students' awareness of business and industrial needs and demands;
- provides an opportunity for students to obtain permanent employment more quickly because of the experience they have gained;
- provides students with an alternative method of earning credits;
- facilitates students' adjustment to the world of work;
- provides an opportunity for students to obtain a reference to use when seeking employment or admission to postsecondary education programs;
- enhances students' awareness of the range of employment related to their field of interest.



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Introduction

Co-operative education is an experiential mode of learning that integrates academic study and classroom theory with on-the-job experience. It involves a partnership among educators, business, industry, labour, students, and parents.

The Ministry of Education has long recognized the benefits of co-operative education, both for students and employers, and has encouraged and promoted the development of co-operative education programs throughout the province in a number of ways. In the autumn of 1989, a major policy document on co-operative education - Co-operative Education: Policies and Procedures for Ontario Secondary Schools - was published. The present resource document, which deals in greater detail with the practical aspects of providing co-operative education programs, was designed to be used in conjunction with the policy document and to complement both the provincial policies and procedures outlined there and the policies and procedures established by school boards for their jurisdictions.

This resource guide has been prepared by a team of co-operative education teachers and board co-ordinators. It is intended as an aid to teachers, principals, supervisory officers, and other board staff as they implement Co-operative Education: Policies and Procedures for Ontario Secondary Schools.

1 Program Administration: Roles and Responsibilities

The co-operative education program involves a partnership among the school board, school staff and students, and members of the community. It is important for the roles and responsibilities of participants from these three groups to be clearly defined and understood by all.

1.1 The School Board

The school board will ensure that the co-operative education programs offered in its schools meet the requirements of the Ministry¹ of Education as outlined in the ministry's policy document and memoranda. In performing this role, the board will:

- establish administrative and advisory structures;
- develop and implement local policy and operating procedures;
- provide services related to safety and insurance.

1.1.1 Administrative and Advisory Structures

In providing for the supervision of the co-operative education programs within its jurisdiction, the board will determine what type of administrative and advisory structures are most appropriate to ensure consistency in communication and program delivery within a particular community or region. The board may choose a centrally administered program, supervised at the board level by a board co-ordinator, or a school-based program, supervised at the school level by a school co-ordinator, or a combination of the two. The responsibilities of those administering the program will vary depending on the type of administrative structure chosen.

As well, the board may consider whether to establish a committee composed of representatives of board, school, and community interests to advise on matters relating to the board's co-operative education programs.

1. Ministry of Education, Ontario, Co-operative Education: Policies and Procedures for Ontario Secondary Schools (Toronto: Ministry of Education, Ontario, 1989).

A School Board-Administered Program

A centrally administered program is usually supervised at the school board level by a board co-ordinator. The board co-ordinator performs all duties deemed necessary to the success of the program across the board's jurisdiction and serves as a resource person for classroom teachers.

The board co-ordinator usually reports to the superintendent responsible for co-operative education and performs duties as assigned. He or she should be encouraged to obtain specialist qualifications in co-operative education. There is a great range of duties possible for such a person, determined by the board's needs. The needs of a large board will differ from those of a small board. Some possible duties and responsibilities are:

- managing curriculum implementation, development, and review;
- establishing and maintaining liaison with external agencies to ensure quality programming;
- planning for the development of future growth in co-operative education;
- preparing and administering an annual budget for co-operative education;
- securing from the federal and provincial governments all possible funding for the development of co-operative education;
- providing required resources to schools;
- organizing in-service training programs for teachers and participating employers;
- providing required placements for students in response to teacher monitor requests;
- establishing standards and appropriate techniques for evaluating student performance and progress in the co-operative education program;
- keeping board trustees and administrators informed on a regular basis about important matters related to the program;
- ensuring that all Ministry of Education directives are understood and implemented by all schools;
- responding to ministry and board requests for reports and presentations;
- co-ordinating co-operative education programs among schools through regular school visits to establish and maintain liaison with principals and teachers;
- maintaining liaison with the appropriate personnel of coterminous boards;
- maintaining good relationships with participating employers by arranging a variety of events to highlight the importance of their contribution to the program;

- planning and implementing board-wide student conferences;
- assisting with the production of a board newsletter on co-operative education.

A School-Administered Program

A school-administered program is usually supervised at the school level by a school co-ordinator. The school co-ordinator reports to the school principal and is responsible for helping to set standards for admission to the program, for monitoring all aspects of its operation, for facilitating communication among all the participants in the program, and for promoting understanding of co-operative education throughout the school and the community. As the policy document recommends, the co-ordinator should be encouraged to obtain specialist qualifications in co-operative education.²

The co-ordinator's specific duties may include:

Program management

- conducting a needs assessment within the school;
- preparing and monitoring timetables;
- recruiting training organizations, ensuring their continued involvement, and evaluating their usefulness to the program;
- selecting staff;
- encouraging and motivating co-operative education teachers and training station personnel;
- maintaining liaison with department heads, school and board administration, and community representatives;
- arranging for student transportation;
- scheduling co-operative education department meetings;
- preparing budgets;
- establishing and maintaining record-keeping systems;
- collecting data for reports and presentations at the school, board, and ministry levels;
- developing promotional strategies.

Program design

- preparing course descriptions for the school calendar. These should include information about: the content, evaluation procedures, and duration of both the in-school and the out-of school components of the program; types of placements available; the frequency of the employer's

2. Ibid., p. 20.

involvement in performance appraisals of the student; whether the program is semestered or non-semestered; and schedules at the work sites - e.g., half days, full days, alternate days;

- establishing admission requirements;
- developing selection procedures;
- developing forms for evaluating all aspects of the program (e.g., checklists/questionnaires, anecdotal report forms, performance appraisal forms).

Curriculum design

- designing, implementing, and scheduling preplacement orientation and integrated learning sessions;
- establishing evaluation procedures;
- developing generic training plans;
- assisting staff in completing individualized training plans.

Advisory Committees

Boards may consider establishing one or more committees to advise on co-operative education programs within the board. Such advisory committees can contribute greatly to the program's effectiveness and smooth operation. Boards with schools that are relatively distant from one another or that are clustered about town centres may wish to establish several advisory committees to ensure that regional interests are represented. Boards may also wish to consider establishing subject or school advisory committees.

In establishing an advisory committee it is advisable to:

- set out clearly the committee's duties and the scope of its mandate;
- provide operating guidelines for the committee. These should clarify such things as the term of office for members of the committee, frequency of meetings, the advisory function of the committee, the procedure for conveying committee recommendations to the board, and the procedure for conveying board responses to the committee;
- appoint a recording secretary to ensure that committee members are free of clerical tasks;
- establish a budget for committee functions such as meetings and conferences, and for printing its reports, memoranda, etc.

Formal appointments to the committee could be made by a supervisory officer of the board. Membership could include representatives of employers, students, community groups, government agencies, trustees, labour organizations, parents, principals, administrators, and teachers. Employer members should be recruited from the main training areas needed for the co-operative education program. Educators on the committee normally attend in a supportive/consultative capacity. The chair should be elected from among the employers and community representatives.

Goals should be set co-operatively by the committee members and the board or school, and priorities for meeting these goals should be reviewed periodically.

The advisory committee's duties may include:

- reviewing materials and procedures used to administer the program;
- reviewing and updating resource materials for teaching existing or proposed programs;
- assisting with in-service training for subject teachers;
- recruiting new training organizations;
- recommending procedures for interacting with training organizations;
- providing training for training station supervisors;
- providing for student awareness of safety and health in the workplace;
- evaluating the program;
- assessing community needs;
- promoting co-operative education to the public;
- preparing recommendations for board consideration.

1.1.2 Policy and Operating Procedures

It benefits principals, staff, and students if school boards develop policy and operating procedures for co-operative education programs that will incorporate co-operative education as an integral part of the board's activities rather than as merely an appendage to existing programs. Information about these policies and procedures should be broadly communicated. In developing policies and procedures school boards might wish to consider:

- reviewing existing policy and administrative practices, such as budgeting, information systems, timetabling, and staffing, and modifying them where necessary to meet the needs of co-operative education programs;

- establishing budget allotments for co-operative education that cover all aspects of the program, including the cost of transportation, printing, in-service training, community and professional liaison, curriculum development, resource materials, and special equipment, clothing, and supplies;
- establishing guidelines for schools regarding the type of information about the program that should be included in course calendars and subject option sheets;
- establishing staff selection procedures to provide personnel who are appropriately qualified to meet the unique demands of the co-operative education program;
- defining the role of co-operative education teachers;
- conducting in-service activities for co-operative education teachers;
- encouraging personnel involved with the program to attend conferences on co-operative education;
- encouraging visits by co-operative education teachers and administrative staff to business and industry, and to other boards that operate co-operative education programs;
- supporting the formation of a co-operative education advisory committee that can provide assistance in such areas as in-service training, curriculum writing, and the development of resources for use in co-operative education programs;
- recording and storing information about available training stations and co-ordinating its use;
- developing evaluation procedures and using them to assess the program's compliance with ministry policy and board expectations.

1.1.3 Provisions Related to Safety and Insurance

Safety Instruction, Equipment, and Monitoring

Students in co-operative education programs and those who supervise them must be aware of and understand the need for good safety practices. It is essential that the program:

- provide general instruction in safe working practices and in avoiding potential work hazards. Such instruction should be given in the preplacement orientation sessions;
- facilitate the provision of safety supplies such as footwear, safety glasses, and safety helmets.

Insurance

Students must be covered by Workers' Compensation insurance prior to starting at any work station that is not supervised by a teacher (for details, see "Workers' Compensation Coverage", on page 8).

In addition, school boards may purchase student accident insurance and public liability insurance, as specified in the Education Act, paragraph 2 of section 154. Student accident insurance may indemnify those students who are excluded from Workers' Compensation, in case they are injured while participating in a co-operative education program. In addition, some types of accident insurance may include coverage for all students while travelling directly to and from the training station. A board may purchase public liability insurance to insure students and the school board against loss or damage to the person or property of others.

Teachers involved in co-operative education should review the provisions of their personal automobile insurance to ensure that they have adequate protection.

The board may use a variety of means to distribute information about insurance coverage, including letters and pamphlets, instructional units for students, and presentations at parent information meetings and student orientation sessions.

Workers' Compensation Coverage

The Workers' Compensation Board (WCB) was established by the government of Ontario to compensate workers injured on the job. Most employers are required by the Workers' Compensation Act to pay premiums to the Workers' Compensation Board for the coverage of their employees.

Ministry of Education Policy/Program Memorandum No. 76A, April 23, 1987, states that school boards must ensure that students in work education programs, including co-operative education, work experience, and SALEP programs, are covered by Workers' Compensation insurance when they are at training stations in the community. The premiums are paid by the Ministry of Education. (Training organizations cannot provide Workers' Compensation coverage unless students are on the payroll, and they usually are not; see [b], "Eligibility for Coverage", on page 9.)

Workers' Compensation coverage is provided for students in work education programs for two reasons.

1. Placements in the community may be more hazardous than the traditional school setting. The WCB table of rates by type of industry indicates very clearly that the level of risk in the workplace is generally much higher than in a school.

2. Teachers' control over students and working conditions in the community is considerably less than their control in the classroom setting. In the community, the teacher monitor participates with the students in an on-site monitoring visit; whereas in a traditional school placement, students are under the supervision of teachers.

Students are covered under Schedule I of the Workers' Compensation Act, as are most employees in the Province of Ontario. Schedule I of the act does not allow the injured worker to sue his or her employer. The injured worker is bound to accept the settlement of the Workers' Compensation Board.

a) Arranging Coverage

An agreement must be completed by the parties concerned before the student starts at the training station.

Five-part Work Education Agreement forms are available free of charge from the Ministry of Education. (The telephone number for public inquiries is 416-965-6407.) This form must be completed for each student.

b) Eligibility for Coverage

All students who are not working as teacher's aides but who are participants in a work education or co-operative education program administered by a publicly funded school board must be covered by Workers' Compensation insurance. If the student is on the payroll of the training organization, the organization provides coverage. Payment of students by the employer is discouraged, however,³ and usually the Ministry of Education pays for the coverage. Workers' Compensation insurance does not cover students for classroom or shop work in the school, or when working as teacher's aides. It does cover students when their training station is located on school board property but in an area that is not directly supervised by a qualified teacher, such as an area supervised by building maintenance staff, an audio-visual centre, or a purchasing department.

Under Regulation 951 of the Workers' Compensation Act, the following types of organizations are not required to provide coverage:

- barbering and hairdressing establishments;
- veterinary and dental establishments;

3. Ibid., p. 20.

- funeral directing and embalming businesses;
- photography businesses;
- taxidermy establishments;
- some non-profit organizations.

These organizations may apply to the WCB for coverage of their employees but are not compelled to do so. The Ministry of Education must provide coverage for students working in these areas who are not paid by the training organization.

If an organization insists on paying wages but is unwilling to provide WCB coverage, this training station should not be used. The student cannot be deemed to be an employee of the ministry if another organization is paying wages.

c) Period of Coverage

Students are covered during the time they spend at the training station under the supervision of the training station supervisor. Students are not covered when travelling to and from the training station.

d) Types of Benefits Payable

The Workers' Compensation Act provides compensation, medical aid, rehabilitation services, and pensions for students injured on the training site.

For purposes of Workers' Compensation coverage, students are deemed to be employees of the Ministry of Education, although they do not receive wages. In calculating Workers' Compensation benefits, the deemed rate of pay is the general rate (minimum wage) established by the Employment Standards Act. This rate is periodically increased; information about the current rate can be obtained from the Ministry of Labour.

Additional details about benefits may be found in the Workers' Compensation Board pamphlet "Making a Claim".

e) Reporting and Claim Procedures

All injuries to students in the co-operative education program, however minor, must be reported by the student both to the teacher monitor and to the training station supervisor. Full details of when, where, and how the injury occurred must be given. Accidents requiring only first-aid treatment do not have to be reported to the Workers' Compensation Board, but a record of the details should be kept by the school board. If medical treatment by a doctor, dentist, hospital, or other treating agency is required, Form 156 must be completed; if an accident results in the loss of time from the program, a Form 7 must be sent to the WCB.

The Employer's Report of Accidental Injury or Industrial Disease (Form 7) must be completed by the school board representative within three days of an accident. (Copies of this form that include a special section for the employer's identification number are available from the Ministry of Education.) Both the name and address of the training organization and the name and telephone number of the training supervisor must be given.

The original report must be mailed to the Workers' Compensation Board with a copy of the Work Education Agreement within three days of the accident. In addition, a copy of the report and a copy of the Work Education Agreement for the injured student must be forwarded to:

Ministry of Education
Curriculum Policy Development Branch
16th Floor, Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

If treatment is required at a hospital or a doctor's office, the student should inform the treating agency that he or she is covered by Workers' Compensation insurance. The student should also make sure that the treating agency has the Ministry of Education firm number (250379-FJ). Workers' Compensation claims are sent to the nearest regional office. A list of regional offices follows.

Workers' Compensation Board Offices

Workers' Compensation Board (416-927-9555)
Toronto Regional Office
2 Bloor Street East
Toronto, Ontario
M4W 3C3

Workers' Compensation Board (416-523-1800)
Hamilton Regional Office
120 King Street West
Hamilton, Ontario
L8P 4V2

Workers' Compensation Board (519-663-2331)
London Regional Office
200 Queens Avenue
London, Ontario
N6A 1J3

Workers' Compensation Board (613-238-7851)
Ottawa Regional Office
360 Albert Street, Ste. 200
Ottawa, Ontario
K1R 7X7

Workers' Compensation Board (705-675-9301)
Sudbury Regional Office
30 Cedar Street
Sudbury, Ontario
P3E 1A4

Workers' Compensation Board (807-343-1710)
Thunder Bay Regional Office
410 Memorial Avenue
Thunder Bay, Ontario
P7C 5S2

Workers' Compensation Board (519-966-0660)
Windsor Regional Office
235 Eugenie Street West
Windsor, Ontario
N8X 2X7

Complete reporting and claim procedures may be found in the WCB pamphlet "Making a Claim".

For additional copies of Work Education Agreement forms and of the versions of Workers' Compensation Board forms 7 and 156 prepared specifically for work education programs, requests in writing should be made to:

Ministry of Education, Ontario
Administrative Services Branch
Distribution Services
95 Brown's Line
Etobicoke, Ontario
M8W 3S2

f) Annual Data Collection

The Ministry of Education requires school boards to provide the following data for each calendar year:

- the total number of hours for which the Ministry of Education has supplied Workers' Compensation coverage;
- the total number of hours for which training organizations have supplied Workers' Compensation coverage;

- the names of the students for whom claims were filed with the Workers' Compensation Board, the relevant dates of injury, and the number of each claim.

This information will be requested by the ministry in January, to be supplied by school boards by mid-February.

To facilitate compilation of these data, boards should ensure that students maintain in their log sheets a cumulative record of the hours they have spent at the training station. Some boards have developed a computer program to simplify this task.

1.2 School Staff and Students

Members of the school community with direct responsibilities related to the co-operative education program may include:

- subject heads of departments
- teacher monitors
- students

1.2.1 Subject Heads of Departments

It is the responsibility of subject heads of departments to provide assistance to co-operative education teacher monitors. Such assistance may include:

- helping to identify the learning objectives for the out-of-school component on each student's individualized training plan;
- examining and approving learning strategies;
- examining and approving evaluation methods;
- helping to monitor students' progress;
- helping to determine the language of instruction that is most appropriate for each student;
- helping to identify any special orientation activities that should be provided for students;
- helping to provide preplacement activities for students;
- providing additional assistance as required by the principal.

1.2.2 The Teacher Monitor

The teacher monitor "should be knowledgeable in both the subject area under study and in co-operative education".⁴ It is desirable that teacher monitors have completed at

4. Ibid., p. 11.

least Part 1 of the three-part specialist's course in co-operative education (offered by all faculties of education) before being assigned to a co-operative education program. Teacher monitors already in the program should be encouraged to work to acquire the full specialist's qualification in co-operative education.

The in-school and the out-of-school components of the program should complement and reinforce one another and together should meet the educational needs of students and the requirements of the subject curriculum guideline. Teacher monitors examine the program to ensure that it meets these criteria and that any needed improvements or adjustments are made. Teacher monitors are also responsible for the supervision of the students assigned to them. They monitor students' progress and conduct both the formative and the summative evaluation of their performance.

Teacher monitors may report to a variety of supervisors: to the principal of the school, when program activities relate to the school program as a whole; to the school-based head of co-operative education where one has been appointed; and to the board-level supervisory officer when program activities relate to board-wide concerns. In a small school or board, the teacher monitor may have some responsibility for program administration and co-ordination.

In general, the duties and responsibilities of a teacher monitor may include:

- assisting with all the necessary preplacement activities for students entering co-operative education programs;
- assisting with the placement of incoming co-operative education students (e.g., arranging employer-student interviews);
- working with other co-operative education teachers to find and develop new training stations, and to evaluate existing training stations;
- ensuring that all required documentation (e.g., the Work Education Agreement form) is completed by all participating parties;
- developing an individualized training plan for each student, in co-operation with the training station supervisor, the subject teacher (when different from the teacher monitor), and the subject head of department;
- setting up and maintaining an active file on each student;
- consulting with all participants in order to help students to adjust to their work environment;
- monitoring students on a regular basis to assess their progress, evaluate their performance, and provide support where necessary;

- where the teacher monitor is also the subject teacher, teaching the in-school component of an integrated course;
- where the teacher monitor is not the subject teacher, consulting with the in-school subject teacher on a regular basis;
- counselling students and referring them to appropriate professional personnel when necessary;
- ensuring that co-operative education students meet as a group to share and reflect on their experiences in the workplace and helping each student to integrate classroom instruction with on-the-job training;
- assisting with the organization of student seminars, job shadowing programs, events to show appreciation to employers, etc.;
- keeping parents informed, either by telephone or in writing, about their child's progress in the program;
- encouraging parents, where appropriate, to accompany the teacher monitor on a monitoring visit;
- assisting with program promotional activities, including presentations to schools, employers, and civic groups.

1.2.3 The Co-operative Education Student

Enrolment in a co-operative education program requires a considerable commitment from the student. It is essential for the school application and enrolment process to emphasize this and to provide opportunities for students to learn about and understand their responsibilities.

The responsibilities of the student include:

- following the procedures established by co-operative education personnel for recording attendance and for reporting absenteeism and lateness;
- participating in all preplacement sessions and in integration activities and workshops;
- completing assignments, including weekly logs or activity reports and placement- or subject-related assignments;
- completing the full term outlined in the Work Education Agreement;
- reporting the accumulated hours spent in the out-of-school component;
- evaluating all elements of the program;
- complying with the regulations of the training organization;
- complying with workplace requirements with respect to confidentiality;
- becoming knowledgeable about appropriate health and safety standards and practices and accident-reporting procedures;
- practising safe working procedures;

- reporting concerns about the workplace to the teacher monitor;
- representing the school in a positive manner in the community.

1.3 The Community

Members of the community with responsibilities related to the co-operative education program include:

- the employer
- the training station supervisor
- parents

1.3.1 The Employer

The employer is responsible for providing a safe working environment and for appointing an appropriate training station supervisor to ensure effective student learning.

1.3.2 The Training Station Supervisor

The training station supervisor is an important member of a team whose other two members are the student and the teacher.

The supervisor acts as role model, coach, adviser, and evaluator. He or she works with the teacher monitor to implement the student's training plan, to ensure that unanticipated events are dealt with constructively, and to make adjustments as necessary in order to give the student the full benefit of the work experience.

The supervisor's responsibilities include:

- participating in the preplacement interview of the student;
- participating in the development of the student's individualized training plan and ensuring that it is followed for the duration of the placement;
- helping to modify the individualized training plan, if necessary;
- helping the student to adjust to the workplace;
- ensuring that the student is informed about and understands procedures for maintaining health and safety in the workplace;
- observing the student's daily performance;
- keeping records of the student's progress;
- discussing career possibilities with the student;

- maintaining regular contact with the teacher monitor;
- reacting promptly and constructively to the student's or teacher monitor's concerns or problems;
- evaluating the student's performance, in co-operation with the teacher monitor;
- evaluating the program;
- notifying the school in the event of the student's unexplained lateness or absenteeism;
- notifying the school immediately in the event of a student accident;
- notifying the school in the event of a strike, lay-off, lockout, or slowdown;
- participating in such additional co-operative education activities as:
 - . appreciation events,
 - . advisory boards,
 - . preparation of a school co-operative education newsletter,
 - . training seminars,
 - . student conferences/workshops.

1.3.3 The Parents

The commitment of parents is important to the success of the co-operative education program. They can assist by ensuring that their children arrive at their placement on time and by encouraging their children to strive for successful performance.

Parents may also serve as a valuable resource to the co-operative education program. Their contribution can include:

- providing suggestions for new training stations;
- providing feedback at the conclusion of the program;
- acting as guest speakers;
- sitting on a co-operative education advisory committee.

2 Establishing a Co-operative Education Program: The Four Phases

The process of establishing a co-operative education program involves four main phases:

- needs assessment
- development
- implementation
- review and evaluation

Although the process is described here sequentially, in practice activities required in one phase may overlap or take place concurrently with activities related to another.

2.1 Needs Assessment

A needs assessment, conducted by the person responsible for the board's co-operative education program, may be done to determine the most appropriate focus for the co-operative education program(s) of a particular board or school. The assessment should examine whether there is a need for:

- enhanced programs at all three levels of difficulty;
- programs for adults;
- alternatives to the traditional school program;
- career experiences for students;
- opportunities for students to obtain training on equipment not available in the school.

The fact that co-operative education requires the participation of people and organizations from the community makes it essential to consult community agencies, businesses, and other sources of information outside the school. The kinds of information that can be collected to document a need include:

- the number of non-graduate school leavers;
- data on community needs from social service agencies;
- destinations of students who leave school;
- the types of education and training required for employment in local business and industry;
- data from public opinion polls.

Once the particular needs within the board's jurisdiction have been documented, it is important to obtain tentative approval from the board before developing a proposal.

2.2 Development

Development of a co-operative education proposal by school board staff is done in consultation with the school, the community, and the school board administration. Proposals will vary in complexity, depending on the approval process of the particular board and on the potential impact of the proposed program on the school or system as a whole. Many different models are operating successfully around the province. Some boards believe strongly in half-day placements, with the students carrying three or four additional subjects during the other half of the day. This model allows students, in some cases, to continue to participate in school activities. Other boards offer their students full day placements, usually of four days per week; the fifth day is spent in school with the co-operative education teacher or teachers. This model provides students with a very realistic view of the workplace and allows them to see workplace tasks through to completion. Ideally, programs will offer the in-school and out-of-school components concurrently, with the same teacher responsible for both components.

Certain major steps in the development process will be appropriate and necessary whatever model is proposed. These include:

- determining the process by which the board approves a new program and planning accordingly;
- establishing a committee or network that can be consulted about ideas and procedures as they are developed;
- establishing a schedule, with completion dates for each task;
- preparing objectives for each task and establishing the criteria for deciding when they have been met;
- identifying strategies for implementing each element of the proposal;
- determining what in-service training activities should be provided and for whom;
- beginning to identify - perhaps even preparing - materials required to support the program;
- preparing a budget and identifying specific needs, including requirements for classroom time, facilities, staff (teaching and secretarial), and school or school board assistance;
- determining what assessment procedures will be used;

- developing strategies to resolve or minimize resistance to the program;
- outlining the process for promoting the program and for recruiting and selecting students;
- establishing an advisory committee to assist in identifying and recruiting community resources and to advise on other aspects of the program;
- involving school staff in the planning process.

2.3 Implementation

During the implementation process, the placement, co-ordination, and supervisory procedures that have been established for the program are put into operation. Successful implementation requires communication, co-ordination, and co-operation among all the partners - students, parents, school staff, and training organizations.

Some of the steps in the implementation process will be done sequentially, some concurrently, and some as an ongoing part of the program. Tasks common to the implementation phase of many co-operative education programs include:

- establishing structures within the school to complement and support the program;
- making students aware of the program criteria and application requirements;
- confirming the availability of resources;
- determining what sort of placement students in the program will need;
- confirming training organization placements;
- recruiting additional training stations to fill student requests;
- screening student applications, interviewing candidates, and establishing appropriate timetables;
- arranging parent information meetings;
- preparing materials for employer and student orientation;
- conducting in-service training for school staff as required;
- arranging student orientation sessions;
- matching student requests with available placements and arranging placement interviews;
- preparing training plans;
- establishing administrative duties and developing record-keeping systems to support them;
- informing students and employers about assessment procedures and keeping appropriate assessment records;
- establishing a monitoring schedule;
- collecting data concerning the program's success in meeting its objectives;

- providing periodic reports to administration and to the advisory committee;
- conducting ongoing promotion and communication activities, such as publication of a newsletter and presentations to staff and community groups;
- arranging activities or events at which students' achievements and training organizations' involvement are formally recognized.

2.4 Review and Assessment

The process of review and assessment is an ongoing one. Review and assessment should be carried out periodically throughout the life of the program, so that the program can be improved and adapted as new conditions arise.

The emphasis in this document is on the assessment and reporting requirements at the pilot stage of the program. Primary attention is given to the effectiveness of the program's resources and procedures in providing the educational and training opportunities identified in the needs assessment. Although sound initial planning is likely to have produced success, the program's achievement should be examined objectively; all results, both positive and negative, should be reported. The observations may be reported in an anecdotal or narrative form, or as statistics, or both, depending on the program objectives. The final assessment will draw conclusions and recommend modifications, if they are required. Questions that should be addressed in the report include:

- Were the identified needs met?
- Were the students for whom the program was designed well represented in it?
- Were the time, money, and staff resources sufficient? Were they effectively used?
- Did the school organization change in ways that supported the program?
- Will the community continue to support the program?
- Were the administrative procedures and materials adequate and effective for their purpose?
- Did students use the program materials effectively?
- Were student learning and work experience objectives met?
- Were some objectives not met, or only partly met? Were they appropriate? If so, what prevented students from achieving these objectives?
- Were there unexpected benefits?
- Are there elements that should be revised? Deleted?
- Is there evidence of general acceptance of the program by students, community, and school staff?

3 Admission Procedures

Information about what is expected and required in a co-operative education program must be provided to students before they enrol in the program. As well, those administering the program need to gather information that will help in "the appropriate matching of students of both English-language and French-language instructional units to placements".⁵ The admission procedures outlined below are designed to fulfil these two requirements.

3.1 Precourse Counselling

The precourse counselling session can be conducted with groups of students or individual students. Relevant information about the nature and purpose of co-operative education can help interested students to make appropriate decisions about participation in a co-operative education program. Information could be provided on such aspects as the following:

- the nature and purpose of co-operative education;
- prerequisites for the program;
- timetables and schedules for the program;
- insurance requirements;
- board transportation policy;
- board remuneration;
- possible effect on students' participation in school activities;
- method of applying for admission to the co-operative education program.

3.2 The Precourse Interview

Recommendations for participation in co-operative education are based on information acquired at the precourse student interview. Pertinent information includes:

- the age and maturity of the student;
- compulsory credits completed by the student;
- appropriate prerequisite or corequisite requirements completed by the student;
- the student's reasons for selecting co-operative education;
- the student's record of attendance, punctuality, etc.;

5. Ibid., p. 5.

- the type of placement/career exploration requested by the student;
- the student's possible transportation needs;
- the student's postsecondary plans;
- possible benefits to the student of participation in the program. (Students identified as potential dropouts and students with special needs can benefit greatly from a co-operative education program, and their participation should be encouraged.)

Also at the interview, the interviewer should ensure that the student has completed the required entry forms.

3.3 Confirmation of Admission

The information obtained from the interview may result in (a) acceptance into the program, (b) conditional acceptance (e.g., acceptance provided the student completes certain prerequisites), or (c) non-acceptance. Students should be informed in writing about whether they have been accepted into the program. The letter should provide information about the conditions for future acceptance to students who are not accepted or who are accepted conditionally. Follow-up interviews, particularly with unsuccessful applicants, are highly desirable.

The teacher monitor or school co-operative education co-ordinator may administer this part of the procedure, with assistance, as needed, from guidance counsellors, subject heads of departments, school administrators, and employer representatives from the advisory committee.

4 Placement of Students

The process of placing the student with a training organization begins after the student has been admitted to the program. In order to match students to appropriate training organizations, profiles of each student and of each training organization should be developed. It is the matching of student needs with training opportunities that gives co-operative education its special educational value. The more familiar the teacher is with the students, the training organizations, and the training station supervisors, the more likely he or she is to make a successful match.

The type of information appropriate to a student profile could include:

- the student's occupational choices;
- the student's educational background (e.g., level, grade);
- the student's academic record, including information about courses completed;
- the student's age, where it is relevant to the placement;
- the student's record of attendance and punctuality;
- any special needs of the student;
- any timetable restrictions that may affect the out-of-school component of the student's program;
- the student's existing commitments (e.g., to co-curricular activities, a part-time job);
- the student's career plans;
- the student's previous training and/or work experience;
- the location of the student's residence (Is it convenient to the training station?).

The type of information appropriate to a training station profile would include:

- the employer's/training station supervisor's preferred schedule;
- the equipment available;
- the skills and knowledge required by the work;
- the willingness of the training station supervisor to adapt to any special needs of the student;
- safety conditions in the workplace;
- the location of the training station (Is it convenient to the student's residence?).

It is recognized that students identified as potential dropouts and students with special needs may take longer to place than other students and may require more assistance from resource personnel.

5 Curriculum

All courses offered in the co-operative education mode are based upon the curriculum guidelines provided by the Ministry of Education. For this mode of delivery, however, the regular curriculum is supplemented by three additional components that are essential to the co-operative education curriculum. These are:

1. Preplacement orientation sessions
2. The student's individualized training plan
3. Integrated learning sessions

The preplacement orientation sessions and the integrated learning sessions may be scheduled for the time allotted to either the in-school or the out-of-school components. For example, where all students in an accounting class also have work experience placements related to the course, and where the in-school and the out-of-school components are offered concurrently (that is, are fully integrated), a teacher of these two components may decide to make the preplacement orientation sessions and the integrated learning sessions a part of the in-school accounting class. In this case, the teacher could enhance the benefits of the fully integrated approach by incorporating some of the learning objectives of the accounting guideline into the preplacement orientation and the integrated learning sessions.

In a cross-curricular program involving a variety of subject areas, or in a program where the in-school and the out-of-school components are not offered concurrently, the teacher monitor would make the preplacement orientation sessions and the integrated learning sessions a part of the out-of-school component of the program. The learning objectives of the various in-school courses may or may not be reflected in the preplacement orientation and integrated learning sessions.

In all cases, learning objectives from the relevant subject guidelines are incorporated into the individualized training plans.

5.1 Preplacement Orientation

A minimum of twenty hours⁶ shall be allotted to appropriate preplacement orientation. Many school boards have already

6. Ibid., p. 5.

developed excellent preplacement materials. Teachers are encouraged to make use of these additional resource materials.

Teachers are also encouraged to utilize the resources provided by private industry with respect to preplacement topics. Many companies will provide written material and are often willing to provide resource personnel for classroom visits. The use of outside resource persons in the classroom highlights the program's emphasis on co-operation.

Topics introduced in preplacement orientation sessions should include self-assessment skills, job-readiness skills, health and safety, labour unions, and confidentiality. These topics will need to be addressed in greater depth in the integration sessions.

5.1.1 Requirements for Confidentiality

As part of the preplacement orientation, both the student and the training organization need to receive - and give - assurances of confidentiality.

Information about the student shared by the teacher with the training station supervisor should be factual and relevant to the placement. Confidential information about the student must not be conveyed to the training organization without the student's prior knowledge and written consent. The teacher monitor also needs to make the training station supervisor aware that information about student progress and performance is confidential and should be conveyed only to appropriate school or school board personnel.

Students who have access to information about the clients, processes, or products of the training organization need to understand the importance of keeping such information confidential. Teachers should ensure that the training station supervisor instructs students in the organization's requirements for confidentiality. Employers may provide students with a form to sign guaranteeing confidentiality; or such a form may be provided by the school or school board.

5.2 Preparation of Training Plans

The individualized training plan forms an essential part of the out-of-school component of the curriculum. It identifies for the employer, the teacher, and the student

the work skills and learning objectives to be pursued during the out-of-school experience and clarifies the understanding and expectations of all three parties. Before the individualized training plan can be developed a generic training plan must first be prepared.

The generic training plan is "a comprehensive outline of the experiential learning objectives, based on a specific course in a ministry guideline and a master checklist of the tasks that a student may perform at the training station".⁷ This plan forms the basis of the discussions between a teacher monitor and an employer to determine specifically what it is necessary and appropriate for the student to accomplish during the time at the training station. From these initial discussions an individualized training plan is developed.

The individualized training plan identifies "the learning objectives that the particular student will achieve and the tasks he or she will perform at a specific training station".⁸ It is a working curriculum document and is subject to frequent modification and adaptation during the placement.

The individualized training plan becomes both an agreement and a form of communication among the various partners: employer, teacher, student, and parents. All participants in the program - "the student, the student's direct supervisor, the monitoring teacher, and, whenever possible, the teacher of the in-school component" - must have copies of the student's training plan.⁹ The plan should be brief, concise, and written in language accessible to all partners.

The "Model and Procedure" that follows outlines the steps for writing generic and individualized training plans.

7. Ibid., p. 7.

8. Ibid., p. 7.

9. Ibid., p. 8.

A Model and Procedure
for Writing Generic and Individualized Training Plans

Step	Model	Procedure
1	Generic Training Plan - curriculum guideline - master checklist	1. Select the relevant ministry curriculum guideline. 2. Identify the learning objectives that are appropriate for the out-of-school component. 3. Select a master checklist of tasks based upon the occupation in which the student will be getting practical experience. 4. Cross-reference the tasks on the master checklist with the course content of the ministry curriculum guideline. 5. Using the above information, write the generic training plan.
2	Individualized Training Plan - student profile - training organization profile	1. From the student, collect pertinent data - e.g., prior experience/courses, interests, career goals, temperament, special needs. 2. Use this information to identify knowledge, skills, and attitudes the student can develop at the training station. 3. From the training station collect information about, e.g., special equipment, schedules, and courses/skills/expertise required of the student. 4. With the employer, choose tasks from the master checklist that can be met at the training station. 5. List these tasks and add other appropriate tasks suggested by the employer. 6. Using the generic plan as a basis, incorporate the relevant student and placement information to write the individualized training plan.
3	Modifications to the Individualized Training Plan	1. Make alterations, if necessary, as the placement progresses.

While these steps may not necessarily be followed in the order given above, all steps must be completed when developing generic and individualized training plans. A teacher knowledgeable about the subject, the student, and the employer should be consulted at all stages in the development of the individualized training plan.

Master checklists that may be used as guides by those writing training plans have been developed in programs across the province. Copies are available from many school boards and from the Ontario Co-operative Education Association.

5.3 Integration of the In-School and the Out-of-School Components

Integration sessions are intended to help students to unify the two parts of the co-operative education process by illustrating the relationship of theory (the in-school curriculum) to practice (the out-of-school curriculum). These sessions are most effective when the in-school and the out-of-school components are offered concurrently, with the same teacher responsible for both components. During an in-school integration session, the teacher will teach a unit that the students will apply on the job during the following week. At the next integration session, the students report on how they accomplished the task assigned.

The sessions are designed to provide support for students and to encourage an open exchange of feelings and ideas. It is important to keep in mind that co-operative education students have taken a risk by undertaking something totally new to them and will therefore require a lot of support and encouragement.

Some boards have produced packages of curriculum-based lessons to be used in integration sessions.

5.3.1 Reflective Discussion

Reflective discussion is a technique that can be used in the integration process to encourage students to analyse their out-of-school experiences in order to consolidate their learning. Reflective discussion is useful for helping students to acquire interview skills, observation skills, and evaluation skills. Through it they can learn to assess a situation in order to determine an appropriate response. They can develop an awareness of the workplace environment, of co-workers and clients, and of the purpose and importance of workplace activities. They can acquire an understanding

of how to deal with stress, manage their time, and accept new challenges. And they can learn to develop flexibility through exploring different ways of handling situations.

In guiding reflective discussion, teachers need to show empathy with students as they make the effort to adjust to the world beyond the school. It is important to establish an atmosphere of trust and confidentiality that encourages sharing and a sense of solidarity and belonging.

During reflective discussion, teachers act as facilitators, not offering ready-made solutions but helping students to examine and interpret their experience and to suggest their own solutions. At times, the roles of student and teacher may be reversed, with the students describing their experiences to the teacher. At other times, it may be appropriate for teachers to share some of their own experiences, as a way of showing empathy and solidarity with the students.

As students become accustomed to this learning process, their ability to use reflection to enhance their personal growth develops and they acquire an important tool for lifelong learning.

5.4 Monitoring

The monitoring system established by the school and the teacher is important in determining the success of the co-operative education mode of delivery.

Monitoring is necessary to ensure that there is effective co-ordination of in-school and out-of-school activities, that learning is proceeding according to the training plan, that unanticipated events are dealt with constructively, and that required modifications are made in such a manner as to promote the learning process. Monitoring involves the student, the teacher, and the training station supervisor, and includes such techniques as:

- on-site visitations
- student logs and journals
- student/teacher/employer interviews
- group discussions and informal conversations

The teacher has responsibility for ensuring that:

- the student is progressing according to the learning objectives of the individualized training plan;

- the general health and safety conditions of the training station are satisfactory, and the student is aware of safety procedures;
- the student is fully utilizing the material and human resources of the training station;
- the student is receiving from the training station supervisor written performance appraisals so that modifications can be made to the program to ensure a satisfactory learning experience;
- the out-of-school activities relate directly to a curriculum guideline.

5.4.1 On-Site Monitoring

The policy document Co-operative Education specifies that students "must be monitored through direct personal contact at the training station a minimum of once every forty hours, or once every three weeks, or three times per out-of-school credit, whichever is the most appropriate to the school timetable."¹⁰ Telephone contacts with the training station and informal meetings with the students at school may supplement on-site visits but must not be used as a substitute for them.

An on-site visit might include teacher observation of the student at the training station, discussion of the student's progress with the supervisor, and a review of the training plan with the supervisor and the student. Procedures, forms, and checklists may be developed to facilitate the monitoring process.

5.5 Evaluation

Both the participants in the program and the program itself need to be evaluated.

5.5.1 Evaluation of the Student

Evaluation of the student should be closely tied to the individual training plan objectives, and both formative and summative evaluation should be conducted.

Formative Evaluation

Formative evaluation occurs during the course of learning. Its purpose is to keep students, teachers, and supervisors

10. Ibid., pp. 10-11.

aware of the objectives that have been set and of the progress towards those objectives.

Formative evaluations can be based on information obtained from some combination of the following:

- questionnaires;
- interviews and conferences;
- employer's performance appraisal forms;
- informal conversation.

Formative evaluation prepares students for the summative evaluation stage.

Summative Evaluation

Summative evaluation takes place at the end of a unit or prescribed period of time. It may be based on information obtained from some combination of the following:

- preplacement orientation assignments or tests;
- employer performance appraisals;
- term reports and essays;
- subject-related projects and assignments;
- integration assignments, tests, exams, and participation;
- the teacher's on-site evaluations;
- student logs/activity reports, and journals;
- anecdotal reports completed by teachers after on-site visits;
- student self-evaluation.

Performance Appraisals by the Employer

Forms may be developed to assist employers in assessing the student's progress in acquiring the skills, knowledge, and attitudes that are identified as objectives on the student's individualized training plan. Forms may be designed to focus on two categories of objectives - (1) those specifically related to the curriculum guideline, and (2) those related to the student's overall work habits and attitudes.

1. The tasks identified on the student's individualized training plan usually incorporate objectives specifically related to the curriculum guideline. The employer simply assesses the student's ability in performing the tasks.

2. The student's overall work habits and attitudes may be assessed with reference to a variety of criteria. These include:

- . communication skills
- . initiative
- . interpersonal skills
- . quality of work
- . dependability/reliability
- . decision-making skills

Performance Appraisals by the Teacher

The teacher is responsible for managing the evaluation process and for gathering and collating the materials on which the overall evaluation of the student is based. In fulfilling this responsibility, the teacher:

- follows the individualized training plan and revises it when necessary;
- develops the evaluation criteria;
- ensures that a variety of criteria are used in the evaluation process;
- designs forms and questionnaires that are thorough and objective;
- receives from the training station supervisor at least three formal, written performance appraisals for each student, based on the individualized training plan.

Journals, Logs, and Activity Reports

Journals, logs, and activity reports are useful as both teaching and assessment tools.

With direction, students can develop the ability to record their experiences and reflections and to formulate new concepts. The process of writing regularly about their experiences will help students to gain the maximum benefit from their learning. For some special needs students it may be necessary to tape-record these journals rather than write them.

In order to benefit from this activity students require detailed instructions about how to complete this type of assignment, a variety of topics to write about, information about the benefits they can draw from the assignment, and some guidelines or criteria for evaluating their workplace experience.

Although the information in these reports is of use primarily for evaluating students' learning, it may also help in the assessment of the training organization.

5.5.2 Evaluation of the Training Station and the Training Station Supervisor

An assessment of the training station provides useful background information and continuity when there are changes of personnel either in the school or at the training station. It also facilitates the appropriate placement of students and helps co-operative education staff to determine whether the station should be used in the following year.

Assessment of the training station supervisor should be regular and ongoing and designed to identify any support and in-service training the supervisor may need (see section 1.3.2, "The Training Station Supervisor", pp. 16-17, and section 6.2, "Training Station Supervisors", p. 36).

5.5.3 Self-Evaluation by the Teacher Monitor

Self-assessment should be conducted by the teacher monitor periodically during the year. When developing criteria to be used in self-assessment, teacher monitors can refer to section 1.2.2 of this document, "The Teacher Monitor" (pp. 13-15), and section 6.1, "Co-operative Education Staff" (pp. 35-36).

5.5.4 Evaluation of the Program

The program should be evaluated periodically to determine the effectiveness of its policies and procedures. Because different groups may evaluate the effectiveness of the program differently, those involved in the evaluation process should represent the full range of participants, including supervisory officers of the board, principals, the school's co-operative education staff, selected subject teachers, employers, advisory committee members, trustees, students, and parents.

Evaluation of the program may address all aspects of the board's role in co-operative education, or it may focus on selected specific aspects of the program. The scope of the evaluation and the methods to be used are determined in advance. Help with designing or conducting the evaluation may be sought from outside professional organizations or agencies, or from the board's research department, if one exists.

6 Professional Development

Teachers, administrators, and employers participating in co-operative education programs require specialized knowledge and skills.

6.1 Co-operative Education Staff

Activities that place special demands on co-operative education staff include:

- maintaining liaison with business and community organizations;
- recruiting training organizations to meet student needs;
- working with training station supervisors to:
 - . assess the learning opportunities offered by the training station,
 - . develop individualized training plans and evaluation criteria,
 - . assess students' progress;
- consulting extensively and frequently with school staff about program planning, selection of students, student progress, and evaluation;
- undertaking extensive public relations activities in the community: for example, making presentations to clubs, associations, parents, and other community groups, and arranging for local media coverage;
- providing career and personal counselling to students;
- complying with requirements related to Workers' Compensation coverage and students' health and safety in the workplace;
- developing and conducting preplacement and integration sessions.

A variety of professional development activities can help teachers and administrators to develop the knowledge and skills they need to succeed in these tasks. Such activities include:

- enrolling in the specialist's course for co-operative education teachers offered by the faculties of education;
- developing a knowledge of counselling techniques, of referral procedures for students, and of career development strategies;
- organizing and attending seminars on local school and school board policies and practices;
- attending workshops and conferences sponsored by educational and non-educational associations;

- joining the Ontario Co-operative Education Association (OCEA) and attending its conferences;
- keeping up to date on developments in employment and technology;
- inviting experts in co-operative education from other jurisdictions to explain their programs;
- visiting other jurisdictions to study their co-operative education programs;
- holding in-school professional development sessions for school staff to enhance their understanding of co-operative education.

6.2 Training Station Supervisors

The teacher monitor provides ongoing guidance to training station supervisors about their role in the co-operative education program. It is also important to provide opportunities for training station supervisors to obtain in-service training.

Possible topics for in-service sessions include:

- goals and organization of the co-operative education program;
- the development of an individualized training plan: the training supervisor's role;
- evaluation and reporting;
- methods of earning credits;
- provisions for Workers' Compensation and other insurance coverage;
- characteristics of a good co-operative education employer;
- the school board, the teacher, the student, and the training organization: the expectations and responsibilities of each.

7 Promotional Strategies for Co-operative Education

Promotional activities have a dual function: to communicate information about the program, and to build support for it.

It is important for all partners in the co-operative education program to have a clear understanding of both their own responsibilities and those of the other participants. It is also important for them to learn about the benefits of the program to themselves and others. Activities that are carefully designed to address the expectations, needs, and concerns of each partner in the program will help to ensure the understanding and support of all parties.

Promotional activities may include school assemblies, reports, presentations to various groups, and public relations events. It is important for all presentations to be complete, clear, and honest in their execution and intent. Promotional materials such as brochures and a videotape are available upon request from the Ministry of Education. As well, decals, posters, and literature may be purchased from regional representatives of the Ontario Co-operative Education Association.

Promotional activities are needed both when a program is initiated and as a regular, ongoing part of the program for each semester or year.

7.1 Promotion Within the Community

Promotional efforts within the community are directed at companies, businesses, agencies, institutions, and other organizations that could provide training or promote the program to others. Some companies may be approached for purposes of recruitment - because they can meet a particular training need. Others may be able to provide support for or endorsement of co-operative education, or to influence others in favour of the program. In all cases, presentations and support materials must be clear, well organized, and concise.

Types of community organizations that can provide placements or other support include:

- social service agencies;
- the education committee of the chamber of commerce;

- professional or trade associations for architects, accountants, business people, welders, electricians, etc.;
- service clubs;
- civic, provincial, and federal institutions, offices, and other agencies;
- newspaper, radio, and television media.

Directories listing the names and addresses of community organizations are available from public libraries. Most municipalities publish a local business directory. School staff, employers who are already involved, and other community members may provide additional names.

Promotional materials are needed to introduce and explain the co-operative education program to potential training organizations. If possible, these materials should be distinctive and readily identified with the program.

Materials may include:

- stationery, newsletters, pens, posters, mugs, buttons, and refrigerator magnets imprinted with the program's logo;
- audio-visual presentations using slides or videotapes;
- explanatory pamphlets that highlight specific elements of the program or address particular audiences.

Where promotional activities are intended to introduce the program, the emphasis is on explaining and gaining support for a new concept. Where the purpose is to build support for an existing program, the emphasis is on maintaining involvement. (For example, keeping records of initiatives and following them up is particularly important for ensuring the continued support of participants.) When selecting activities, the co-ordinator or the teacher can determine which are most appropriate for the particular purpose. Such activities can include:

- making a presentation at a meeting of a club or association;
- following up, after a presentation, by sending materials and making further contacts;
- issuing news releases to local media;
- setting up displays at local conferences and other gatherings;
- encouraging sponsoring organizations to feature a co-operative education student in their in-house newsletter;
- inviting training station supervisors to address students at parents' nights and career days and in class;

- developing ways of publicly showing appreciation of employer involvement in the program - for example, presenting plaques or certificates at special events, or featuring the contributions of co-operative education employers in the school or program newsletter;
- involving local business people in the co-operative education program (e.g., by inviting them to participate in the advisory committee, or to speak to classes of students, or to assist with in-service activities for teachers);
- publishing announcements of program needs in OCEA newsletters and other mailings;
- contributing to Education Week displays;
- publicizing "testimonial letters" from prominent local business people, students, and parents about the benefits and achievements of the program.

7.2 Promotion Within the School Board

School trustees and senior board officials need to know how students benefit from co-operative education and how the program will affect a school's organization. They need to understand how the program operates, what resources are required to support it, and why these resources are needed. Since most of the direct costs of operating a program are borne by the board, information about such costs should also be supplied.

Promotion may be done formally, through established channels of communication, or informally. Established channels include regular principals' meetings, administrative council meetings, curriculum and advisory committee meetings, and school board meetings. The teacher should become familiar with the formal channels that are available and should discuss with the principal the possibility of reporting on the co-operative education program at these meetings. If a newsletter is issued on behalf of the co-operative education program, copies can be distributed to these groups. Where a co-operative education program is established and an advisory committee exists, periodic reports and recommendations from the committee are another means of keeping board officials informed in order to maintain their support.

Informal means of communication and promotion can include such initiatives as inviting board officials to accompany teachers on monitoring visits or involving a student or parent in committee presentations. Direct experiences like these contribute an understanding of the program that cannot be gained from a formal presentation.

7.3 Promotion Within the School

The support of the principal is essential for the success of promotional activities within the school. Such activities are important for a variety of reasons. They can foster student awareness of and interest in the program. They can ensure that students who could benefit from co-operative education are informed about the program. And they can give the program a positive image within the school. A positive attitude towards co-operative education among all staff and students greatly facilitates the smooth and effective operation of the program, especially its in-school component.

Strategies that co-operative education staff can use to promote positive awareness of the program within the school include:

- drawing up guidelines for students and parents that explain the program clearly and concisely;
- ensuring that a complete description of the program is given in the school's course calendar;
- ensuring that option sheets and option assemblies present the program clearly;
- making presentations to feeder schools about planning for co-operative education;
- providing opportunities for students to receive individual counselling about how the program can meet their particular needs;
- convening parent information meetings to explain the program and gain support;
- creating photographic bulletin board displays of co-operative education students in training stations;
- having students in the program give presentations to school classes or student assemblies;
- mounting posters about the program in various places in the school;
- ensuring that matters relating to the co-operative education program are included on the agenda at school staff and department meetings;
- asking other teachers to endorse students' applications for the co-operative education program;
- arranging for Grade 8 students to accompany co-operative education students to their training stations as part of the Grade 8 guidance program.

8 Selecting and Working With Training Organizations

8.1 Recruiting Organizations

Before teachers or school board resource people begin to scout for training organizations to participate in the program, they need to prepare a promotional package for presentation. Its contents should include:

- brochures from the central office of the school board;
- Ministry of Education brochures;
- a description of the secondary school co-operative education program;
- a copy of the student's schedule;
- a list of the student's responsibilities;
- a list of the supervisor's responsibilities;
- a list of the subject teacher's responsibilities;
- a copy of the Work Education Agreement form;
- information about Schedule I of the Workers' Compensation Act;
- a sample training plan;
- a sample employer appraisal form.

Once promotional materials have been developed, co-operative education staff can begin to look for organizations that are willing to commit themselves to meeting the requirements of the program and that have the financial, material, and human resources to do so.

Recruitment of training organizations requires a great deal of time and effort. Potential "sponsors" to assist in this recruitment include social service agencies, chambers of commerce, professional or trade associations, service clubs, government institutions and agencies, and the media (see section 7.1, "Promotion Within the Community", pages 37-39). The teacher or resource person obtains background information on prospective training organizations from a variety of sources. Schools and boards are encouraged to co-ordinate their efforts in identifying and recruiting potential training organizations.

8.2 Evaluating an Organization

Once a prospective organization has shown interest in participating in the program, a thorough evaluation of its suitability as a training station should be made. This can

be done concurrently with negotiations to determine the details of an agreement. Questions used in such an evaluation might include:

- Is the organization willing to co-operate with the school?
- Is the organization an equal opportunity employer?
- Does the firm have an ongoing training program for its employees?
- Is the firm willing to comply with a written individualized training plan?
- Do the staff of the organization have a favourable opinion of co-operative education?
- Does the organization recognize the value of the in-school instruction?
- Does the organization understand the concept of secondary school co-operative education?
- Where staff are unionized, is the organization's management willing to seek the union's participation in the establishment of the program?
- Is the location of the organization accessible to students?
- Are the facilities clean and safe?
- Does the organization have a good safety record?
- If there are more than twenty employees, has a joint management-employee health and safety committee been established?
- Is the equipment up to date and in good operating condition?
- Will the equipment be made available to the student?
- Is the prospective training organization ready to assign a training station supervisor?
- Is the proposed training station supervisor qualified and willing to instruct and supervise the student?

8.3 Obtaining a Commitment

Negotiations to establish an agreement with the organization may take anywhere from a few hours to more than a year.

When dealing with representatives of the organization, the teacher or resource person makes the same presentation to executive and supervisory personnel alike and keeps all channels of communication open. Where labour organizations are involved they should be included in the process from the beginning. The board or school representative should ensure that approval is obtained from personnel with the authority to make a commitment on behalf of the organization.

During this stage, teachers show management how participation in the program serves the interests of the training organization as well as those of the student. It should be explained to management that school staff will help in the preparation of suitable exercises for the student and will assist with any concerns or problems that may arise.

8.4 Establishing Schedules and Procedures

Once agreement between the parties has been reached, a file is set up for the organization. The file contains the information that has been gathered, including the best times and methods for monitoring. Dates are established for completing the individualized training plan, interviewing student candidates, and starting the student at the training station. Every effort should be made to use a training station once a commitment has been obtained from it.

At the end of the school term, the training station and training station supervisor should be assessed and the reports added to the training organization's file. Information from these reviews contributes to the profile of the training organization.

8.5 Maintaining Good Will

Communication with the training station does not end with the placement of a student; maintaining good relations with the organization is a continuing task for staff. Promoting understanding of the co-operative learning process within the organization is one way of ensuring its continued support. This may be done by providing an orientation session for training station supervisors at the beginning of the term.

Frequent, effective monitoring helps to maintain good will by demonstrating the school's concern not only for the well-being of the student and the quality of instruction, but also for the satisfaction of the training organization.

Publicly recognizing and showing appreciation for the training organization's contribution can also promote cordial relations. For example, teachers might organize a reception for all training organizations and co-operative education students at which some tangible token of recognition is presented to each training organization. (See section 7.1, "Promotion Within the Community", pages 37-39.)

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